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ABSTRACT

The Oregon State Plan for Migrant Education consists of 4 components: the district project programs providing direct services to migrant children; the Migrant Education Service Center; the Eastern Oregon College Master of Arts in Teaching (MAT) Program; and project supervision. During fiscal year 1970, 4,293 students in 16 regular and 11 summer school programs were served. Emphasis was on preschool services, language arts and diversified experience and activities at the elementary level; language arts and vocational and occupational experiences at the junior and senior high school level; and cultural reinforcement. The Migrant Education Service Center provided services to all State projects. The MAT Program, a 12-month comprehensive training program for teachers of migrant children, included courses in linguistics, reading instruction, sociology, anthropology, intern teaching, and field experience. The state migrant education program was supervised by the Migrant Education Unit of the Oregon Board of Education. This 1969-70 evaluation report covers: exemplary projects; children served; grade placement; teacher-pupil ratio; coordination with Title I and other programs; in-service training; nonpublic school participation; dissemination; community involvement; program effectiveness and integration; supportive services; staff utilization; new programs; program critique; the Migrant Education Service Center; the MAT Program; and fund disbursement by categories. (NQ)

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EVALUATION

OREGON STATE MIGRANT EDUCATION PROGRAM

1969-70

funded by

Title I, ESEA, Migrant Amendment

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PREFACE

The Oregon State Plan for Migrant Education consists of four components. The basic component, to which the other three are subordinate, is the district project programs that provide direct services to the migrant children. The other components are:

1. Migrant Education Service Center
2. Eastern Oregon College Master of Arts in Teaching Program
3. Project Supervision

District Programs

During FY 1970 the district programs served 4,293 migrant students in 16 regular school term and 11 summer school programs. The institutional staff serving these children consisted of 175 FTE teachers, 152 FTE teacher aides, and 15 school-home consultants. The program emphasis was on preschool services, language arts and diversified experience and activities at the elementary level; language arts and vocational and occupational experiences at the junior high and senior high school level; and cultural reinforcement.

The FY 1970 enrollment and attendance exceeded those of the previous year by 693. This is not to say, however, that adequate services are provided to all migrant students in Oregon. It does indicate that more students are being served by better programs with better results.

Free hot lunch programs and dental and health services were a part of all district programs. The summer schools operated on an extended-day basis, from early morning to late afternoon. Bus runs started as early as 6:00 a.m.

Migrant Education Service Center

The Migrant Education Service Center provided services to all projects in the state. The services provided by the seven professional staff members included:

1. In-service programs for teachers and aides at the district, regional, and state levels.
2. Assisting districts in program planning, proposal writing, and implementation.
3. Providing migralab services to school districts.
4. Monitoring district programs.
5. Conducting statewide testing programs.
6. Publishing a periodic newsletter and various publications regarding materials and programs.
7. Assisting district personnel in developing diagnostic and prescriptive services.

Eastern Oregon College Master of Arts in Teaching Program

The Eastern Oregon College MAT program provided a 12-month comprehensive training program for teachers of migrant children. The requirements for enrollment are a bachelor's degree, experience in working with disadvantaged students, and a commitment to migrant education.

The course work included courses in linguistics, reading instruction, sociology, anthropology, intern teaching, and field experience. Successful completion of the course requirements resulted in a Master of Arts in Teaching, emphasizing education of the minorities. All but two 1969 and 1970 graduates are presently employed in the migrant education programs in Oregon.

Project Supervision

The total state migrant education program was supervised by the Migrant Education Unit of the Oregon Board of Education. A ten-member Advisory Committee on Migrant Education, including five target group members, played an important role in State Plan development and project approval. The recommendations of the Advisory Committee were submitted to the State Board of Education for final approval. The Oregon Board of Education staff administered the program and supervised the projects in compliance with the federal guidelines and State Board of Education priorities and directives.

PART I

EXEMPLARY PROJECTS

EXEMPLARY PROJECTS

Basic Considerations

The Oregon State Plan for Migrant Education for FY 1970, funded under Title I, ESEA, Migrant Amendment (P.L. 89-750), emphasized the modification and consolidation of the most successful of the experimental and innovative programs designed and administered in previous years.

Through development of better communications systems, cooperative and comprehensive in-service programs, and exchange of teachers between districts, the innovative and experimental program models that had proven successful in preceding years with the appropriate modifications, were incorporated into other district programs in which similar conditions and needs were existent.

Teachers who had developed successful methods, techniques, and strategies that had proven especially effective in determining and serving the needs of the migrant children were provided release time from their permanent assignments to serve as consultants and to share their expertise with both intra- and interdistrict personnel.

The Migrant Education Service Center (MESC), a service agency established by the Oregon Board of Education to provide professional and technical assistance to the project districts, revised its priorities, eliminating services considered the least effective or redundant and concentrating on five basic components: individual student diagnosis and prescription, evaluation, program staff training through in-service programs, communications and dissemination, and the implementation of the migrant student record transfer system.

Statewide Diagnostic and Prescriptive Services

Providing diagnostic and prescriptive services for the students in the migrant programs was one of the ascendant priorities of the MESC during FY 1970.

The staff members of the MESC assisted by contracted consultants developed a binary scheme providing direct diagnostic and prescriptive services for the migrant children enrolled in schools in which there were not sufficient classroom personnel as back-up staff to perform these services. In the larger districts, the MESC involved the project personnel in training programs in which the participants were given instruction in the techniques of administering and interpreting the tests and in prescribing the specific activities that would accommodate the needs identified by the diagnostic processes.

The testing instruments used were the GTA Inter-American General Abilities and Engelmann's Basic Concept Inventory. The Inter-American series were administered to determine the student's acquisitions with respect to curriculum areas; at what level he had the capability of functioning in the individual subject areas. The Basic Concept Inventory is administered to elicit more specific information, the interpretation of which determines the activities to be prescribed for the individual student.

Family School Liaison

At the time migrant education programs were first implemented, it was apparent that there must be increased communication between the school personnel and the migrant families; that the unlocking of school doors and ringing of school bells would not assure that the migrant children would enroll in school.

It was acknowledged that in order to insure enrollment and regular classroom attendance of the majority of the migrant school-age children, the parents must be persuaded to cooperate with the schools in encouraging their children to enroll in school and participate in the school activities.

Although there was complete agreement that student recruitment constituted a central part of any migrant education program, the project directors and members of the advisory committee were not in agreement as to the most effective processes to be used. Was compulsion or persuasion the most effective means of recruitment?

The experience gained in the preceding years has left little doubt that persuasion not only is more effective in increasing enrollment, it is also more effective in developing positive attitudes in the children and parents with respect to developing an appreciation for needs and benefits of education.

All FY 1970 project proposals provided for school-home counseling services. With few exceptions the home consultants were representatives of the target group and took a position of being a representative of the target group children and parents rather than of the school. By so doing they won the complete confidence of their clients and developed open lines of communication between the school and the target group families. Also, they were very successful in involving the target group families in the school-sponsored extracurricular activities.

Extended Day Summer Programs

In some areas the patterns of the migrant work was such that the parents were required to report to the fields early in the morning. In order to accommodate the needs of these parents and their children, several projects operated on an extended day basis, scheduling pick up buses at 5:30 to 6:00 in the morning and return buses at 4:30 to 5:30 in the afternoon.

The children who were involved in the extended day segment of the total program were provided, in addition to the regular day academic program, extra meals, rest periods, and extracurricular activities.

In some districts the Eastern Oregon College Master of Arts in Teaching (MAT) students, who were serving as interns in the schools programs, lived in the migrant camps and assumed the responsibility of having the children ready for the bus. This task was not limited to assembling the children at a designated spot. It often included such additional activities as bathing and dressing the children and keeping them occupied while awaiting the arrival of the buses.

Teacher Aide Recruitment and Training

The MAT students and the Migrant Education Service Center staff members, realizing an immediate and critical need for bilingual aides that could function in a bilingual context in classes in which there are many Spanish-speaking students, planned and conducted in-service programs emphasizing teacher aide recruitment, orientation, and training.

By working with the OEO-funded Valley Migrant League, thirty-five target group people were recruited for the program. The consultants participating in the workshop were target group representatives and Anglo educators, all acknowledged as specialists in the areas of involvement.

The basic components of the workshop were:

1. Cultural orientation
2. Supportive services
3. School-home liaison
4. Teacher-teacher aide relations
5. Classroom techniques
6. Materials and equipment utilization

At the termination of the workshop, 30 participants indicated a strong desire to work as aides. Their names and a brief vita were forwarded to the districts near which they reside. A follow-up will be made during FY 1971 to determine the number actually placed and the quality of their work.

PART II

CHILDREN SERVED

CHILDREN SERVED

The Oregon State Plan for Migrant Education for FY 1970 projected a total enrollment of 3,750 students. The actual enrollment in projects funded by Title I, ESEA, Migrant Amendment was 4,293. During the year the record transfer center received records for 5,366 students which is estimated to be approximately 90 percent of the total number of migrant students attending public schools in Oregon.

This would indicate that 5,962 migrant students were enrolled during FY 1970, and that 1,669 students attended schools in which there are no federally funded migrant programs or were in project districts but were capable of functioning in the school environment well enough to preclude participation in the special programs. It should be noted that 50 percent of these 1,669 students were served by the migralabs operated by the MESC. The migralabs' services were primarily in the area of language arts.

From the statistics provided by the Department of Labor, it is estimated that 7,000 school-age migrant children reside in or come to Oregon each year. Assuming this estimate to be correct, 1,038 of these students do not enroll in school. For the most part these are children from ages 14-19 who are in Oregon during the summer period and cannot be persuaded to leave the fields to attend the summer programs.

A breakdown of grade level enrollment and ADM is as follows:

	Regular Term		Summer School		Total
Grade	Enrollment	ADM*	Enrollment	ADM*	Enrollment
Preschool	344	245	457	280	801
Grades 1-3	838	596	802	504	1,640
Grades 4-7	754	553	496	302	1,250
Grades 8-12	563	394	39	19	602
Totals	2,499	---	1,794	---	4,293

*ADM based on 180 day regular school term and 40 day summer school term.

Services provided to supplement the regular school program were:

Complete health examination	1,304
Health referrals	467
Complete dental examinations	1,040
Dental referrals	342
Breakfasts	19,094
Morning snacks	55,771
Hot lunches	74,503
Afternoon snacks	55,626
Bus miles traveled	141,198*

*Includes summer school transportation, special bus services to accommodate preschool children in the regular school programs and interdistrict transportation of migrant students.

PART III

GRADE PLACEMENT

GRADE PLACEMENT

As can be evidenced by the effort being applied to establish and administer a nationwide record transfer system, it is quite universally accepted that the best method of establishing the grade placement of a newly enrolled migrant student is to have available the critical data from his previous school experiences.

In order to facilitate full implementation of the record transfer system, both intrastate and interstate, a considerable effort was made to involve all school districts in Oregon in which migrant children are enrolled. In order to obtain full cooperation of the nonproject schools, considerable liaison was required to impress on the school administrators and their staff members the full significance of, and the benefits to be derived from, complete and accurate completion of records for all migrant children. This has been accomplished by the Record Transfer System Coordinator; and, although the manual system of transmittal leaves much to be desired, it is felt that the computerization of the system will materially increase its effectiveness.

To identify the grade placement, the strengths, and the weaknesses of the migrant students for whom records were not available, a statewide program of diagnostic and prescriptive processes have been developed. A team of consultants employed by the Migrant Education Service Center assisted and trained project personnel in administering diagnostic tests interpreting the test results, and prescribing for the weaknesses revealed by the testing procedures.

The two tests most often used were the Inter-American General Abilities Test and the Basic Concept Inventory. The Inter-American test was used to identify the general areas of strength and weaknesses and to provide information as to the student's grade placement. The Basic Concept Inventory was used to identify the specific weaknesses of the student in order that proper treatment could be prescribed.

PART IV

TEACHER-PUPIL RATIO

TEACHER - PUPIL RATIO

To accommodate a student enrollment of 4,293 with an ADM of 2,893, the project districts employed 175 (FTE) teachers, 152 (FTE) aides, and 65 volunteer workers; the equivalent of one teacher for every 16 ADM, or, including aides and volunteers, one staff member for each 7 ADM.

Actually these statistics do not bear much significance concerning the total program, for there were many variables in the individual programs throughout the state. Some programs provided one or two hours special language arts sessions for selected students. In some programs the learning or skill centers would serve the students from 1 to 3 hours each day. Some programs were designed to accommodate the migrant children for the full day session. Also, some of the preschools provided full day programs for a single group, while other preschool programs, because of lack of space and personnel, served two separate groups--one in the morning and one in the afternoon.

The basic curriculum changes resulting from the low staff-student ratio were:

1. More individual and small group instruction including tutorial services
2. More emphasis on diagnostic and prescriptive services.
3. More flexibility in scheduling
4. Better staff-student relationship
5. Improved communication between the school and the parents and more involvement of the parents in the school activities.

PART V

INTERRELATIONSHIP WITH REGULAR TITLE I PROGRAM

INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

In the State of Oregon the coordination of Title I and Title I Migrant programs is the rule rather than the exception.

In the districts in which there are more comprehensive preschool programs, such as Ontario, Nyssa, Central #13J, and Woodburn, the programs are jointly funded and serve the students eligible to participate in both Title I and Title I Migrant programs.

In many of the programs there is a sharing of expenses and utilization of services of the language arts specialists that work with both Title I and Title I Migrant children who need special services to improve their reading capabilities.

The learning and skill centers, such as those in Ontario and Nyssa junior and senior high schools, would have been limited in scope and effectiveness had not there been joint funding and close coordination in the planning and implementation of Title I and Title I Migrant programs.

At the state agency level the staff members of Title I and Title I Migrant are in close contact and work with and encourage the district project director to explore the feasibility of, and benefits to be derived from, coordinating the two programs.

PART VI

COORDINATION WITH OTHER PROGRAMS

COORDINATION WITH OTHER PROGRAMS

On the following page is a diagram reflecting the interrelationships of the Title I Migrant programs with other public, political, and private agencies and institutions.

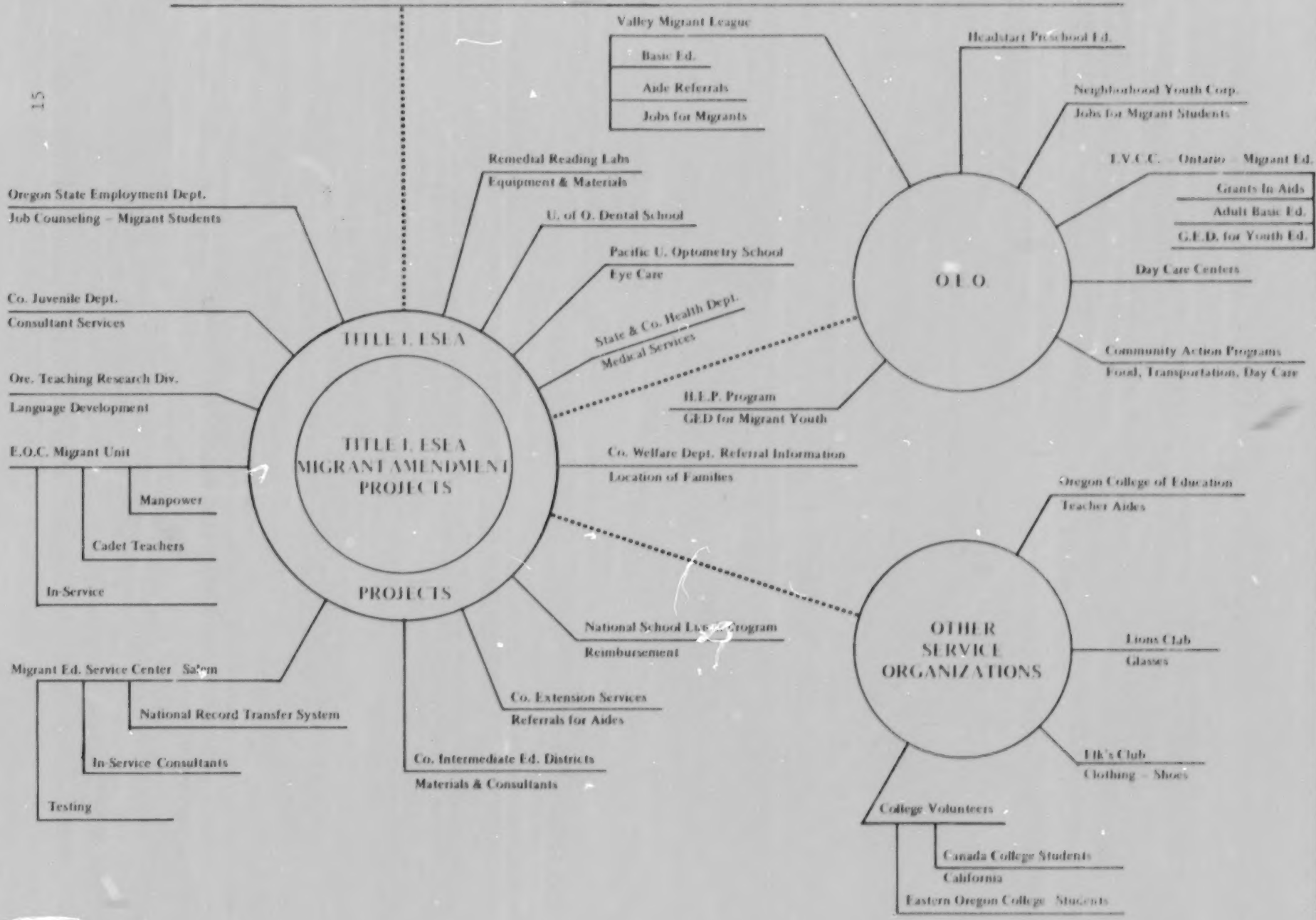
The coordination of Title I Migrant programs with services provided by other agencies and institutions is indicated by the following examples:

1. Title I - see Section V.
2. Coordinated effort by the Title I Migrant staff, the University of Oregon Dental School, and the Oregon State Board of Health in dental clinics at the project site to provide dental examinations and remediation for the migrant students.
3. Coordination of services of Title I, Migrant, Treasure Valley Migrant League (OEO), and Treasure Valley Community College to provide a comprehensive career and vocational training program for the junior and senior high students in Malheur County.
4. Involving staff members of the Oregon Board of Education, MESC, and Treasure Valley Migrant League (OEO) in implementing teacher aide training programs.
5. Coordination of Hood River migrant summer program with Hood River CAP day care program to provide extended day programs for the migrant students and better nutrition and transportation services for the day care students.
6. The county and state health departments have given, within their economic and personnel means, health services to the migrant education program.
7. The district school boards and the U.S. Department of Agriculture food programs have furnished funds and commodities to provide free food services to the migrant children with very limited expenditure of Title I Migrant funds.

Services Coordination Chart

The chart on the following page provides a graphic illustration of the various agencies and institutions that contribute to the total migrant education program in Oregon. A number of these agencies or institutions cooperate with Title I Migrant programs in all districts. Some are involved in providing services for the migrant children in a limited number of districts.

OREGON BOARD OF EDUCATION PROGRAM COORDINATION



Examples of Coordinated Services

Central #13J

The migrant program for Central School District #13J was combined and operated with the regular Title I program to produce an effective compensatory education program. More than 250 children, ages 5-19, were included in preschool, elementary, junior, and senior high school programs. The project was designed to provide a wide range of services and intensive remedial services.

The MAT students of Eastern Oregon College with specialties in migrant education completed field work projects and work-study experiences here. The Western Oregon Speech and Hearing Center provided examinations for children; and dentists from the University of Oregon Dental School provided dental services including fluoride treatments, brushing instructions, and slide presentations to parents on proper dental care.

In addition to the regular medical services of examinations and immunizations, the State Health Department provided presentations about nutrition and diet during a Parents' Club meeting.

Dayton #8

In this project Title I equipment, personnel, and materials were again integrated with Title I Migrant efforts. There was considerable exchange of equipment and supplies from one federally funded project to the other.

Not only were health and dental services used, but also the county welfare department contributed information to school authorities as to which families qualified for free lunches. The Valley Migrant League informed schools about new families that had moved into the area as well as provided adult basic education classes, legal advice, job placement information , and emergency assistance for migrant parents. The county IED supplied transportation for the preschool children as well as consultants and supplementary materials.

The MESC supplied consultant services, loaned instructional equipment, and administered testing programs for the migrant education project. The Neighborhood Youth Corp provided employment opportunities for migrant youth. The National School Lunch Program reimbursed the district for Type A meals that were served to the participants.

North Plains #70

For both the regular and summer school projects, funds from Title I Migrant, OEO, and health sources were consolidated so that teachers, aides, supplies, and equipment were shared. Specifically, the Community Action Program supplied transportation, food, and equipment; Title I provided the staff and facilities; Pacific University Optometry School examined the children's eyes; the University of Oregon Dental School provided dental care; and the Tualatin Valley Day Care program served the children who were below school age.

In addition, during the summer college volunteers from California assisted the instructional staff, and cadet teachers from Eastern Oregon College assisted the district staff while completing their intern teaching requirement.

Ontario #8

This project is decidedly our finest model of comprehensive design and implementation of coordinated efforts. Title I and Title I Migrant were integrated into the same curriculum to solve common educational problems at all phases. Both shared in furnishing preschool and resource teachers, aides, transportation, food, medical and dental services, and supplies.

The district contracted with Treasure Valley Community College to provide facilities, materials, special equipment, and personnel for the vocational program.

The school-home coordinator interpreted and referred emergency cases to the County Welfare Department which in turn provided information to school authorities about the location and needs of deprived families.

The Employment Department assisted in recruitment for the special fall tutoring classes established for migrants. This agency supplied information regarding labor demands which facilitated locating and recruiting students. The school-home coordinator also interpreted for the county court and Juvenile Department in order to assist migrant youth and give juvenile authorities insights that will help alleviate their misconceptions of the migrant society.

The Treasure Valley Migrant Education Program provided GED classes for young adults, Grant-In-Aid scholarships to migrant high school graduates, Adult Basic Education classes to migrant parents, work experience opportunities for secondary students, in-services for resource teachers teaching English as a second language, and assistance in designing low-level materials for mathematical concepts.

PART VII

IN-SERVICE TRAINING

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IN-SERVICE TRAINING

The in-service segment of the Migrant Education Service Center provides many different services to meet the individual needs of aides, teachers, administrators, and other personnel. The Center was instrumental in conducting, coordinating, and consulting in-service programs in the following areas:

Aide Training
Diagnosis and Prescription
Individualizing Instruction
Record Transfer System
Cultural and Sub-Cultural Differences
Texas Programs
Preschool Teaching

The means to achieve in-service programs included statewide conferences, college credit evening classes, and organized staff meetings during the school year and summer sessions. A very large portion of the program was conducted after school and on Saturday's which indicates the dedication of the teachers to migrant children.

Two statewide conferences were conducted in Oregon for personnel involved in the education programs designed for migrant children. The main theme for October's Conference was "Teaching English as a Second Language" and for the April Conference the theme was "Humanizing Education."

More than 150 participants gathered at the fall conference as Dr. Miles Zintz lectured about English as a Second Language and then demonstrated his methods and techniques. The large group was divided into small groups which reacted to what they had heard and seen. Questions were asked and strategies were discussed so the teachers and aides could better understand what they had observed at the conference. Doctor Zintz moved from group to group as a roving consultant.

The Bend Conference emphasized the thesis of humanizing education. Dr. Sterling Ellsworth from the University of Oregon directed the 120 participants' thoughts to consideration of each persons' individual worth. He encouraged the audience into evaluating their own feelings and through these feelings evaluate their understanding other people. The main point gathered by the group was the necessity for each individual to receive compassion from his fellows and in return have love for them.

College credit for working on problems related to migrant education was a means of serving teachers in some districts. The Migrant Education Service Center cooperated with local education agencies to develop these classes. The major thrust was individualizing instruction through the use of equipment and programmed materials.

The greatest number of aides, teachers, secretaries, administrators, school-home coordinators, and counselors were involved in meetings held in local districts. These meetings were both one occasion meetings and continuous on-going series. In regard to the summer programs the usual pattern was a one or two-day program followed by weekly or bi-weekly meetings.

Table I, page 22, organizes the in-service by subject area, number presented, number of participants, and number of hours. The totals include statewide conferences, college credit classes, and noncredit presentations. The total number of participants represents some duplication as many teachers were involved in more than one in-service program.

The preschool in-service program was a series of meetings held throughout the year in an effort to establish a commonality in the migrant preschool program in Oregon. As a direct result of these meetings the MESC published a Proposed Preschool Curriculum Guide for Preschool Teachers of Migrant Children.

The language arts area includes a wide range of presentations that include: Peabody Kit demonstrations, finger plays in primary language development, flannel board stories in oral language development, English as a Second Language, Distar Programs, reading methods, creative writing, and experience stories in language development.

The individualizing of instruction called for almost as many meetings as language arts. In reality, to effectively teach language arts, instruction must be individualized and there is a carry over from one area of instruction to the other. This section really combines topics such as:

(1) Use of Equipment to Individualize Instruction
(2) Effective Use of Teacher Aides
(3) The Skills Center
(4) Discovery Method in Social Studies
(5) Diagnosis and Prescription
(6) Scheduling
(7) Individualized Science and Math Techniques
(8) The Individualized Approach
(9) Learning Packages in Instruction
(10) Migrapacs in Summer School.

Pupil Personnel

Record Transfer is self explanatory. Sessions were held in every county in Oregon, where migrant students had been identified. Superintendents, principals, teachers, and secretaries were informed of the Migrant Record Transfer System. The major concern during the regular school year was to inform administrators of the system and to provide for all building secretaries workshop demonstrations in completing the form.

The in-service programs emphasizing cultural differences were incorporated into the fall conference. The two visiting teachers from Texas conducted cultural oriented in-service programs during the summer. These two teachers represented different parts of Texas and different types of programs from that state. They visited each summer program and discussed the problems of culture differences in the world of education.

Orientation in-services were of two types. Fifteen of the presentations dealt with the development of Title I and Migrant programs in the state and nation; the other fifteen involved program personnel in the concepts of migralab utilization.

The testing program required meetings with each school and area that cooperated. The presentations demonstrated the administering of tests, the objectives, and the use of evaluation sheets developed by the MESC.

The thrust of the physical education effort dealt with visual and motor skills, use of the parachute, jump roping, and good health through food and habits. Frostig material was the basis for seven of these presentations.

In addition to the services provided by the MESC, the individual districts provided preservice and in-service programs for both the teachers and the teacher aides. The preservice programs were concerned with program planning and identifying and establishing concomitant roles of teachers and aides. The in-services were primarily focused on program evaluation and modification.

TABLE I

NUMBERS OF PRESENTATIONS, PARTICIPANTS,
AND HOURS, BY IN-SERVICE AREA
FISCAL YEAR 1970

Subjects	Presentations	Participants	Hours
Preschool	11	75	60
Language Arts	75	825	100
Orientation	30	240	85
Cultural Differences	30	359	45
P. E. Methods	23	184	30
Individualizing Inst.	70	1,041	168
Record Transfer	80	230	120
Testing	30	235	45
Totals	349	3,189	653

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PART VIII

NONPUBLIC SCHOOL PARTICIPATION

NONPUBLIC SCHOOL PARTICIPATION

In Oregon the migrant child enrolled in the nonpublic schools is an exception. There were no instances where services provided by Title I, ESEA, Migrant Amendment funds were administered at the nonpublic schools.

Insignificant in number, but significant to the individual child, there were a limited number of nonpublic school children who were involved in the Title I migrant programs on a shared-time basis.

PART IX

DISSEMINATION

DISSEMINATION

Since the inception of the migrant education program, consistent and considerable effort has been expended to assure that the staff members of each program were made aware of the successes and failures of the other migrant education programs in the state. Also, continuous research and surveys are being conducted to identify methods and materials that have been proven successful in migrant programs in other states.

To disseminate this information to project staff members throughout the state, the Oregon Board of Education and MESC staff members produced and distributed publications, memos, monthly newsletters, materials, and method guides to all project personnel within the state.

More effective than the printed materials in keeping the project personnel advised of the innovative and exemplary programs in the state was the personnel exchange component of the program. By person-to-person dialogue, program observation, and in-service workshops the personnel of the many district projects were provided opportunities to observe or participate in any of the state programs in which they were interested. Also, any of the personnel in the state program that had developed exemplary materials, methods, or techniques applicable to the educational program for migrant children were provided release time from their assignment to visit other projects and attend workshops and conferences to serve as consultant to migrant education staff members.

In many instances the publications and other printed materials were distributed at conferences and workshop sessions, and their contents were explained and demonstrated by the consultants that authored the publication.

PART X

COMMUNITY INVOLVEMENT

COMMUNITY INVOLVEMENT

During the year, 65 volunteer workers assisted the staff members in providing services for the migrant students. With few exceptions these volunteers were from the target group population. Also, approximately 25 percent of the 152 aides employed by the districts were parents of the children participating in the programs.

The volunteers were involved in most all facets of the program. They served as classroom aides under the supervision of the certificated teacher, assisted in the hot lunch programs, helped the school-home coordinators in recruiting students and communicating with students' parents, supervised playground activities, and did some clerical work.

The parents were involved in all phases of the planning. For each project there was an advisory committee that was involved in the preprogram planning. In each advisory committee were members that represented the target group. In the ongoing program evaluation and planning, the target group volunteers and aides participated the same as all other members.

The Oregon State Plan required that the migrant programs become an integral part of the total school program and that the personnel endeavor to involve all the segments of the community in the various activities of these programs. Business and professional people in the community are used as resource personnel. Other institutions and agencies in the community are encouraged to participate in a coordinated effort to provide the services necessary to meet the needs of the migrant students.

PART XI

PROGRAM EFFECTIVENESS

PROGRAM EFFECTIVENESS

Testing Program

During the fiscal year 1970 the Migrant Education Service Center tested 624 children using the Basic Concept Inventory and the Inter-American Series Tests of General Abilities. The Basic Concept Inventory was developed by Siegfried Engelmann, and published by Follett Educational Corporation of Chicago. The Inter-American Series Tests of General Abilities tests are designed to provide an estimate of the students ability to do academic work in general. The test may be administered at six levels and is published by Guidance Testing Associates.

The Basic Concept Inventory is a broad check list of basic concepts in the oral language area. It consists of three components:

Part One - is concerned with the basic instruction plan and provides an understanding of content words used in the instructions. It takes care of uncomplicated selection criteria such as an object name (i.e., find the boy); plurals, not criteria, compound selection criteria, full statements as criteria for selection, selection criteria that does not provide enough information for identity, understanding of words that describe relatively common objects and properties, such as man, girl, ball, he, she, it, they, big, white, on, between, next to.

Part Two - deals with the child's ability to repeat statements and to answer questions implied in the statements.

Part Three - tests the child's understanding of the kind of patterning on which analogies are based. These patterns involve action patterns such as clapping the table once, slapping hands once, number patterns to test audio skills and syllable and sound blending.

The Basic Concept Inventory was administered to 213 preschool children in pre- and post-test situations.

There was growth in each component of the test with an average raw score improvement of 15.9 points. The greatest gains were made in Part One and Part Two, and only marginal gains in Part Three.

To be more specific, the 213 preschoolers had a raw score of 4,746 on the pre-test and 3,416 on the post-test on Part One. Since this is an inversely scored test the total gain was 1,330 points or an average of 6.24 for each child. Part Two showed even better growth with pre-test total of 4,458 and a post-test total of 2,808 with the difference of 1,650 equalling an average gain of 7.74. In Part Three the pre-test total was 1,498, the post-test was 1,086 for a difference of 412, averaging 1.93 per child.

Siegfried Engelmann states "A child who missed a relatively large number of tasks on the inventory (40 or more) will probably have difficulties in new learning situations. His difficulty may stem primarily from his inability to generalize what is learned or he may be limited by his lack of concepts. In

either case he will be handicapped by his lack of exposure to new learning of the type presented in the classroom."[1] The pre-test mean was 50.24 for these children while the post-test mean was 34.31; this indicates a successful preschool activity and increased probability of success in the regular school program.

The Inter-American Series Tests of General Abilities were administered in Oregon in an attempt to provide consistent, uniform measurement. This test also has a Spanish edition which may be given to children who speak and/or read Spanish. The test is designed to be culturally free with no local language idioms to create problems for the students tested. It is available in six levels; Preschool, Level 1 for first grade, Level 2 for second and third grade, Level 3 for grades four through six, Level 4 for grades seven through nine, and Level 5 for grades ten through twelve.

The tests of General Abilities were designed to provide an estimate of abilities which cuts across different fields of study. Specifically, they treat oral language, numbers, computation and mathematical reasoning, associations and classifications as represented by drawings.

There were 411 students pre- and post-tested during the summer program. A level inventory indicates 75 Preschool, 74 Level One, 141 Level Two, and 121 Level Three. While there were more children than this in summer programs, about 1,800, the movement of the families and the shortness of some programs held the number receiving pre- and post-tests to this figure.

Figure one indicates the growth made by preschoolers during the less than seven weeks of summer school that took place between pre- and post-testing. There is noticeable growth in each area of the test. In Oral Vocabulary the mean improved from 16.93 in the pre-test to 20.28 in the post-test. The Association Section showed an increase of 3.47 points from 12.21 to 15.68. In the sections of Classification and Numbers the growth was 1.72 and 1.49 points respectively.

In Figure 2 the mean raw score by test area gains for Level 1 are indicated. The largest difference was noted in the Association Section where there was a 3.24 mean raw score gain. The gain in Classification and Oral Vocabulary were 2.39 and 2.23 respectively while the Number Section showed the smallest improvement only .87 of a point.

The largest gain in Level 2 was made in the Classification Section followed by Association. The gain in these two areas was 1.61 and 1.18. The disappointing finding at this level was the minimal gain in Oral Vocabulary. The average improvement here was only .42 of a raw score point per student. Figure 3 indicates these gains graphically.

Figure 4 pictures the improvement made by 121 fourth through sixth graders in the summer program. The Level 3 test has areas of Sentence Completion and Word Relations rather than Oral Language; Computation and Number Series instead of numbers; continues Classifications and adds an Analogy Section.

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[1] Engelmann, Siegfried. Field Research Edition the Basic Concept Inventory Teacher's Manual (Chicago: Follett Educational Corporation, 1967) p. 22.

The most growth was noted in the Analogy section with a gain of 1.55 raw score points. Classification was next with a gain of 1.31 points. Sentence Completion, Number Series, and Word Relations follow in that order with Math Computation showing a loss of .92 of a point. It should be pointed out that when Sentence Completion and Word Relations are combined there is an improvement of 1.80 in the language area, which is larger than any other section. It should also be noted that though the Computation Section showed a loss of .92 of a point the Number Series realized a growth of .97 for a math area net gain of .05.

Figure 5 represents the raw score mean for each level of the test. There is improvement at each level with the Preschool group showing the greatest increase. The levels by amount of increase were: (1) Preschool, 8.93; (2) Level 1, 7.96; (3) Level 3, 6.18; and (4) Level 2, 2.98.

To make the testing program more meaningful to students, teachers and programs, the staff of the Migrant Education Service Center developed evaluation sheets for the Basic Concept Inventory and each level of the Inter-American Series. These evaluation sheets indicate to the classroom teacher the areas where a student is having difficulty. It was also possible from this form for the teacher to know how many questions were asked in an area and the number the student missed.

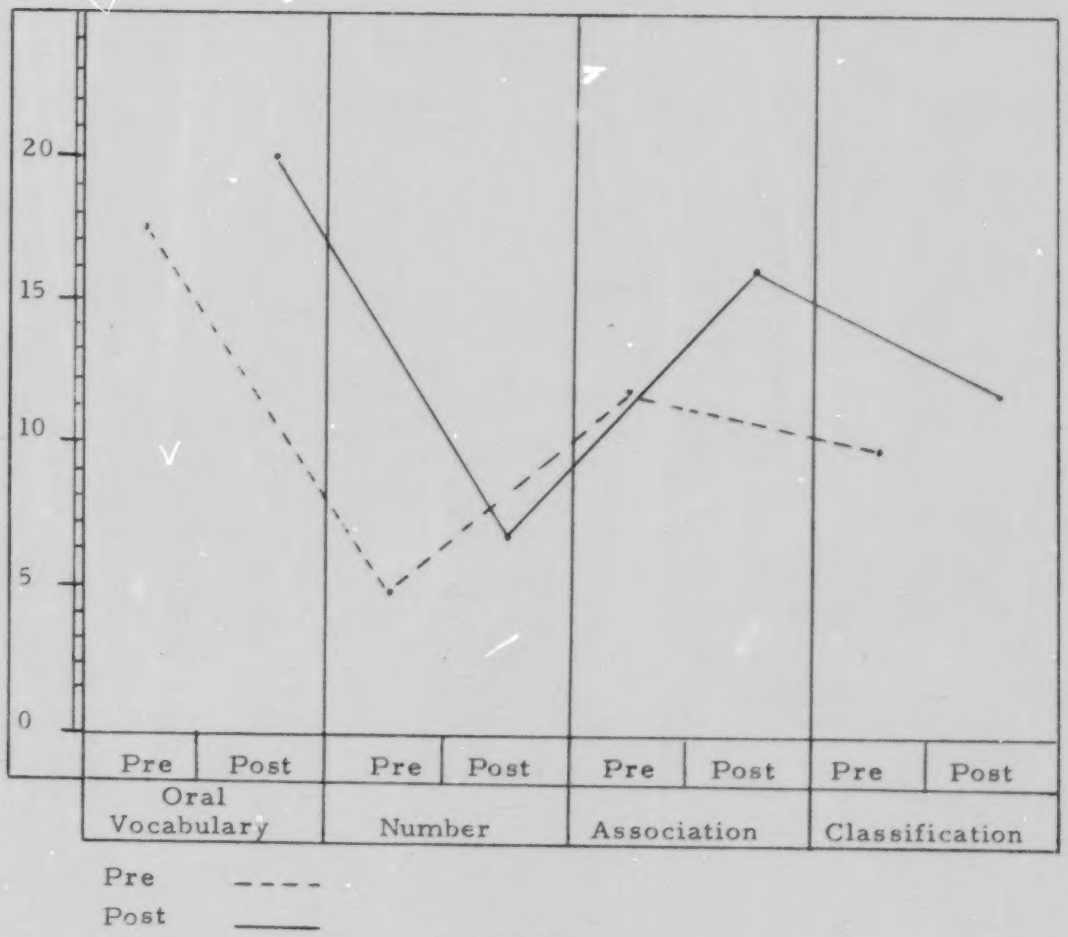

FIGURE 1
MEAN RAW SCORE GAIN, PRESCHOOL LEVEL
TEST OF GENERAL ABILITY
INTER-AMERICAN SERIES
SUMMER 1970

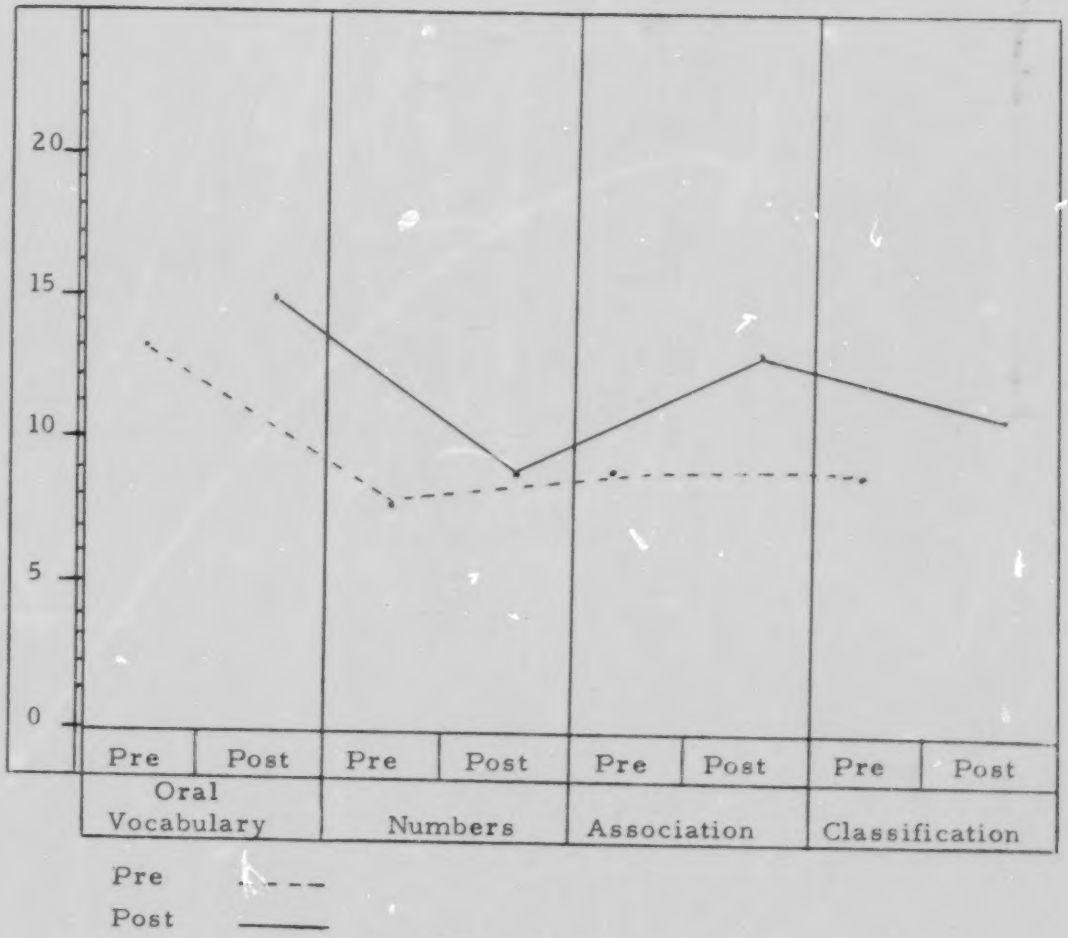

FIGURE 2
MEAN RAW SCORE GAIN, LEVEL I
TEST OF GENERAL ABILITY
INTER-AMERICAN SERIES
SUMMER 1970

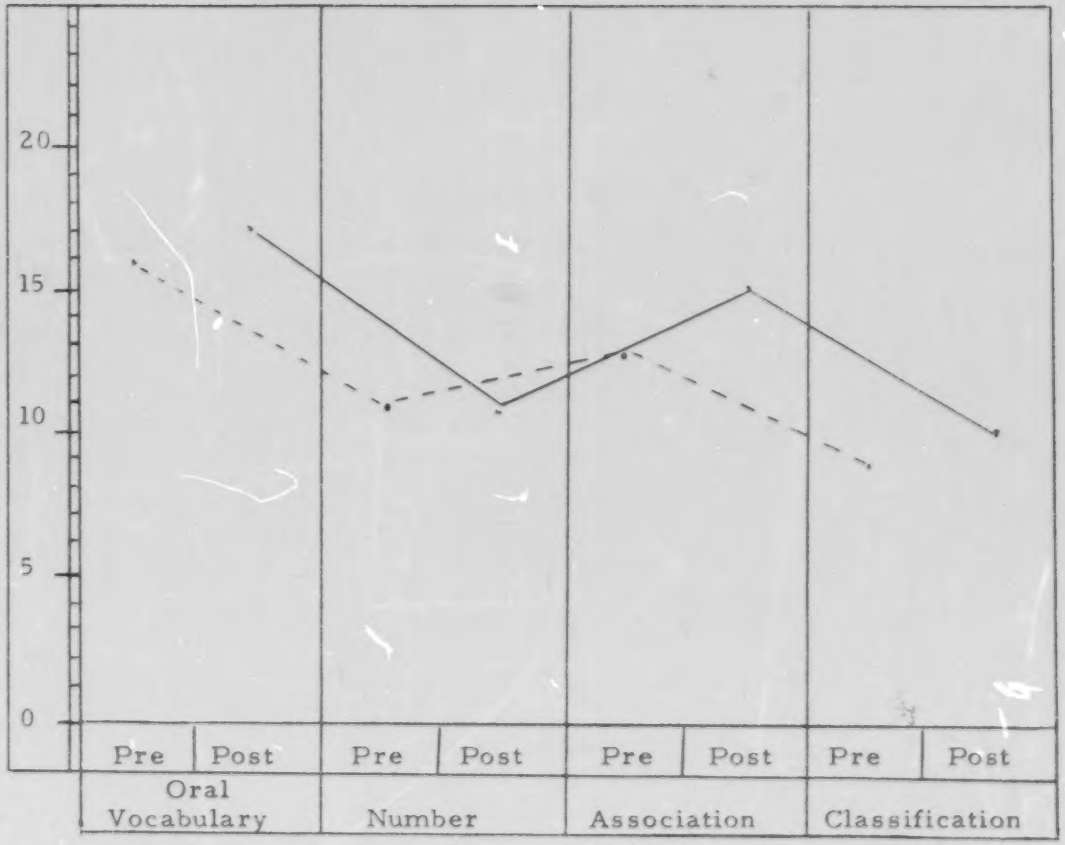

FIGURE 3
MEAN RAW SCORE GAIN, LEVEL II
TEST OF GENERAL ABILITY
INTER-AMERICAN SERIES
SUMMER 1970

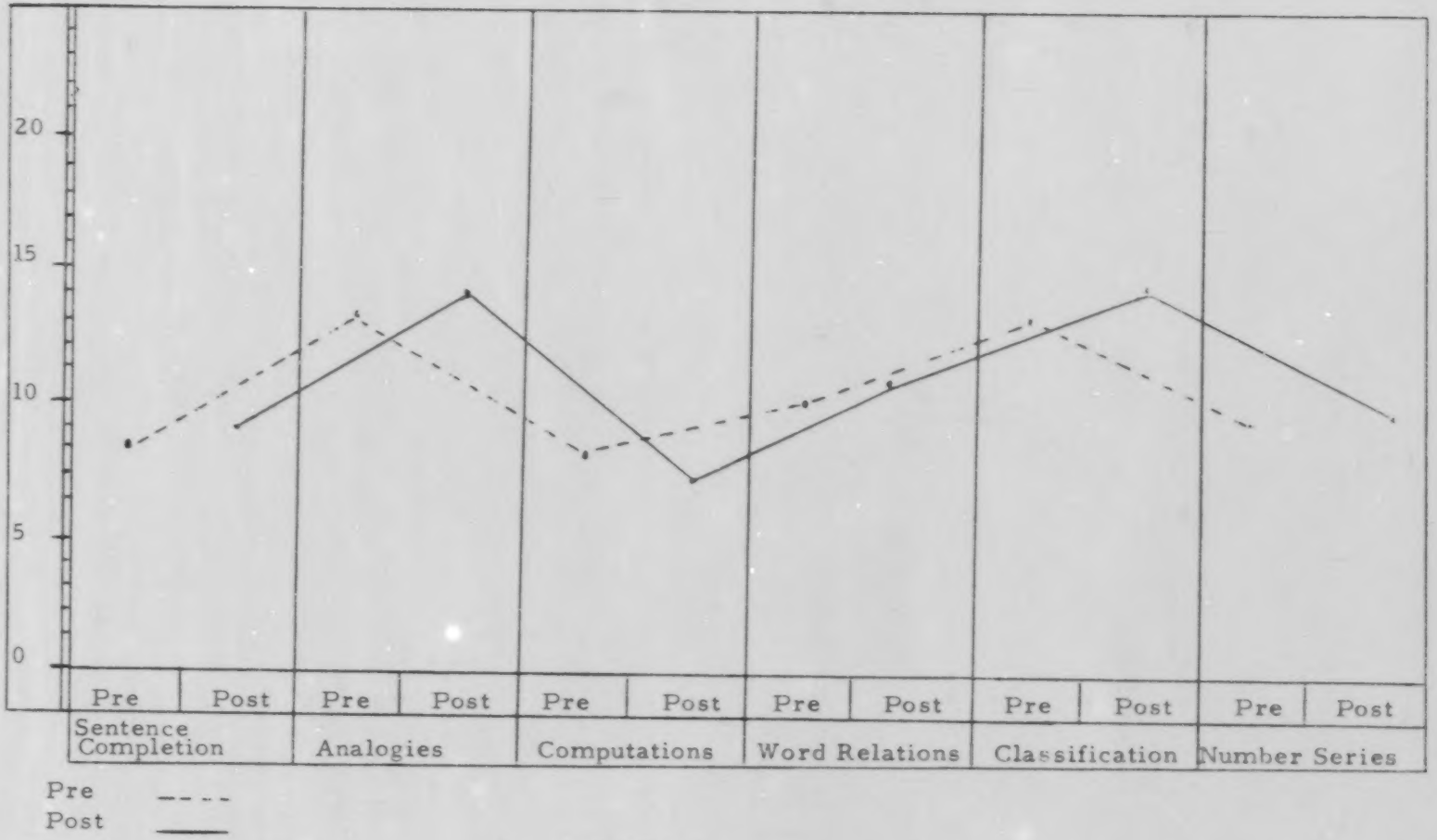

FIGURE 4
MEAN RAW SCORE GAIN, LEVEL III
TEST OF GENERAL ABILITY
INTER-AMERICAN SERIES
SUMMER 1970

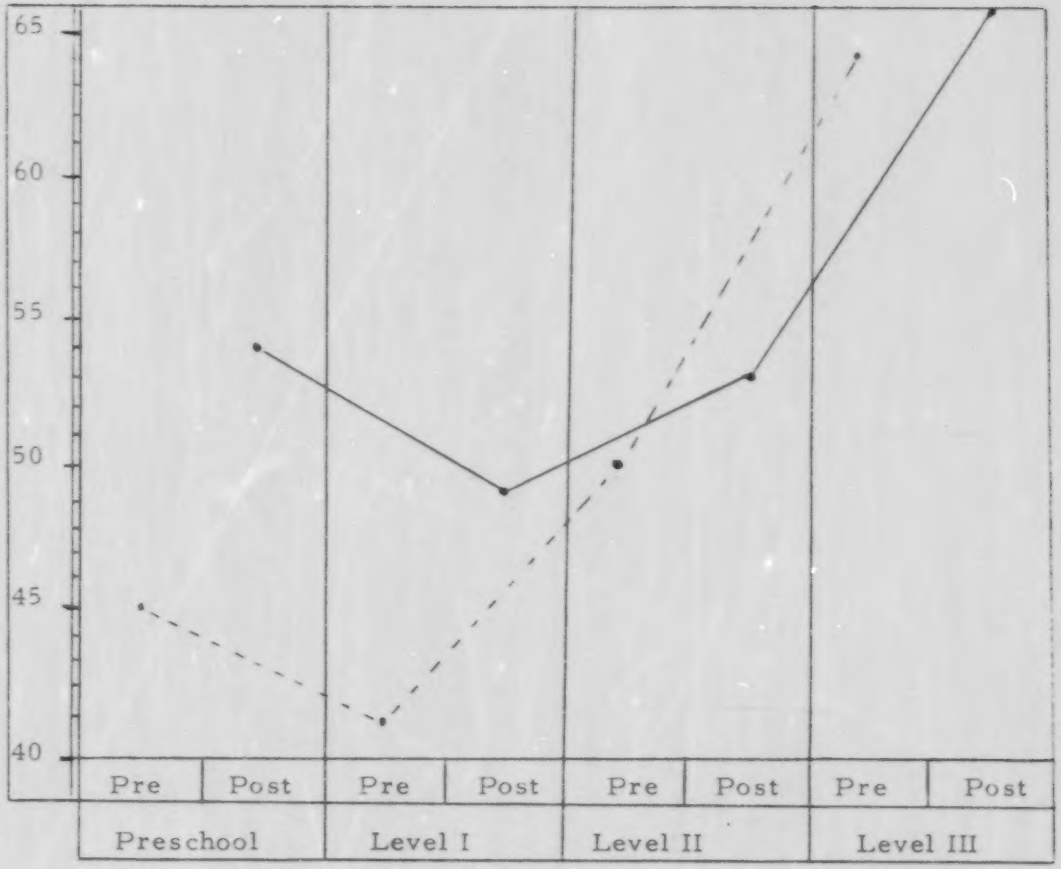

FIGURE 5
COMPARISON OF TOTAL TEST, RAW SCORE MEANS
BY LEVELS, INTER-AMERICAN SERIES
SUMMER 1970

During the regular school term a comprehensive statewide testing program for preschool and primary students was administered.

The following chart, Figure 6, indicates the results of the pre- and post-tests administered to those students who remained in one school during the period of time required to be included in both testing processes.

School	Age	No. Tested	Total-Part 1 Pre	Total-Part 1 Post	Total-Part 2A Pre	Total-Part 2A Post	Total-Part 2B Pre	Total-Part 2B Post	Total-Part 3 Pre	Total-Part 3 Post	Total Score Pre	Total Score Post	*Total Differences
Brooks - Migrant	5	19	325	242	159	90	93	41	129	87	706	460	246
Control Group - Migrant	5	20	512	346	349	222	137	85	147	105	1145	758	387
Control Group - Migrant	6	20	456	327	224	187	141	80	98	88	919	682	237
Control Group - Migrant	7	20	376	272	256	210	111	73	75	69	818	624	194
Eugene Field Silverton-Non-Migrant	5	20	302	239	123	62	102	70	117	59	644	430	214
Independence Migrant	5	39	780	542	624	308	212	115	280	192	1896	1157	739
Newberg Non-Migrant	6	18	165	112	43	14	25	24	48	27	281	177	104
Newberg Non-Migrant	7-8	28	197	122	36	15	46	40	32	23	311	200	111
North Marion Migrant	5	11	275	204	242	201	182	55	94	68	793	528	265
Nyssa Migrant	4	7	222	172	148	126	77	55	69	51	516	404	112
Nyssa Migrant	5	32	819	665	505	395	228	180	257	177	1809	1417	392
Nyssa Migrant	6	15	320	225	163	113	92	53	78	84	653	475	178
St. Paul Migrant	5	26	480	302	229	144	121	74	166	111	996	631	365
Washington Migrant	5	24	557	391	352	184	180	100	180	123	1269	798	471

*Please note that student growth in oral language is measured by a decrease in errors. Thus it is desirable that there be a loss in the score to show improvement.

FIGURE 6

Pre-Test and Post-Test Results
of the Basic Concept Inventory for Migrant Students
During 1969-70 Regular School Term

Preschool Programs

To elicit evidence of the effectiveness of the preschool experiences provided by the migrant education program, a survey was made at the Ontario School District, May Roberts Elementary School. This school was selected because it had involved the most preschool students for the longest period of time, thus giving us a larger sample and a better indication of the long-range effects of the program. For the FY 1971 evaluation a statewide survey will be conducted and reported.

It is appreciated that the instruments used were not designed to be culturally fair and were designed for English-speaking students. At best the results herein projected will indicate the students' progress in ability to communicate and function in the conventional public school environment, and are in no way represented to give indications of the students' true IQ or potential.

Most of the statistics are based on scores yielded from the Peabody Picture Vocabulary Test. Mental Age in the Peabody Picture Vocabulary Test is used for instructional purposes as a Language Age for the migrant children.

1969-70 First Grade: Thirty youngsters in the first grade were tested using the Peabody Picture Vocabulary Test. The average mental age of the 24 children who had attended preschool was 5 years 4 months; nine of these children were non-English speaking when enrolled in preschool. The 24 scores ranged from 3 years 5 months to 7 years 7 months. Six children in the first year did not attend preschool; these children had an average Mental Age of 2 years 3 months. Of those six children, two were non-English speaking when they were enrolled in the first year. The lowest Mental Age was 0 as no English was spoken nor could they understand English. The highest Mental Age was 4 years 0 months. On the Basic Concept Inventory the lowest or best score of the first year children who attended preschool was 10, and the lowest score for those children wo did not attend preschool was 24.

1969-70 Second Grade: Eighteen children in the second year were tested on the Peabody Picture Vocabulary Test who had attended preschool. The average Mental or Language Age for these children was 6 years 6 months. Of the eighteen children 12 had been non-English speaking in the preschool. The lowest Mental Age for this group was 4 years 8 months, and the highest Mental Age was 8 years 1 month. Eight children in the second year who had not attended preschool yielded an average Mental Age of 4 years 9 months; all eight of these children had been non-English speaking prior to enrollment. The lowest Mental Age for this group was 4 years 0 months, and the highest Mental Age being 5 years 7 months.

1969-70 Third Grade: Twelve third year students who attended preschool and had been tested on Peabody Picture Vocabulary Test averaged 7 years 3 months Mental Age. Seven of these children were non-English speaking in preschool. The highest Mental Age in this group was 8 years 5 months and the lowest 4 years 11 months. Of the seventeen children who had not attended preschool the average Mental Age was 6 years 6 months. Eleven of the seventeen children were non-English speaking prior to enrollment. The lowest average Mental Age for this group was 4 years 7 months and the highest average Mental Age for this group was 7 years 3 months.

Enrollment Survey

To provide indications of the effectiveness of the increased holding power of the migrant education programs, the following information was taken from a report prepared by the staff of the Ontario School District #8C.

The Title I, ESEA, Migrant Amendment programs began during the 1967-68 school term. As compared to previous years, a considerable increase of migrant students was evidenced, especially in the seventh, ninth and eleventh grades. The total enrollment at the secondary level increased approximately 28% between the 1967-68 and 1968-69 school years. The total enrollment increased approximately 42% between the 1967-68 and 1969-70 school terms. It should be noted that the area target group population did not increase during this period.

The indicated dropout rate of migrant students prior to the Title I, ESEA, Migrant Amendment programs was between grade seven and eight (42%), and between grade nine and ten (58% of the tenth grade enrollment).

Since the advent of Title I Migrant programs, this role has been decreased 31% between grades seven and eight, and 36% between grades nine and ten, still a sad condition but an appreciable improvement.

The term "indicated dropout rate" used above refers to students who have withdrawn from the Ontario schools, and there has been subsequent evidence of their having enrolled in other districts. This would indicate that they were not all permanent dropouts, but it can be anticipated that from 60% to 75% of these students have not and will not return to school.

Providing External Technical Assistance and Program Evaluation

The MESC staff members spend approximately 60% of their time providing technical assistance to the district personnel and approximately 10% of their time monitoring programs and assisting the districts in evaluating and preparing evaluation reports for the district programs. The Oregon Board of Education staff commits about 50% of its time in providing services in these areas.

Each year the MESC and OBE staff members assist the districts in planning programs and preparing project proposals for migrant education programs. They also monitor each regular school program twice during the regular school term programs and once during each summer session. A complete report is prepared after each monitoring session; copies are reviewed by the OBE staff and are made a part of the project evaluation. Also, copies are forwarded to the districts with recommendations for program modification.

Each year a member of the OBE staff works with the district in updating an inventory of all equipment purchased with Title I Migrant Funds. Any surplus equipment located in any district is transferred to the MESC or placed in a district in which there is a need for such equipment.

For comments on program weaknesses and recommended revisions, see Part XVIII Program Critique.

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PART XII

SPECIAL AREAS

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SPECIAL AREAS

Three of the state's district projects provided special vocational education programs for the junior and senior high school migrant students. In the Nyssa and Ontario schools, 80 students were selected to participate in a two-track curriculum. The students would devote their mornings to the academic phase of the program. During this period they would attend the learning laboratory working on the prescribed activities that were designed to accommodate their academic needs. Their individual needs were determined by diagnostic testing, counseling, and teacher observation.

The afternoon vocational activities consisted of a number of activities from mechanics and mechanical drawing to assisting in the construction of homes in the self-help housing projects provided for the target group by the Office of Economic Opportunity. The formal vocational classroom activities consisted of shop procedures, small engine and auto mechanics, building and construction tasks, survey of career areas, and personal development for the boys; and personal development, career exploration, office and clerical procedures, home economics, basic health services, and work exploratory experiences for the girls.

In order for a student to qualify for the vocational phase of the school program he must, consistent with his ability, perform satisfactorily in the morning academic phase of the program.

PART XIII

CONSTRUCTION - EQUIPMENT

CONSTRUCTION AND EQUIPMENT

During FY 1970 no funds were allotted to project districts for construction. Equipment purchases were less than 5 percent of the total allocation and were authorized on the basis of what the equipment could contribute to better implementation of the programs and achievement of program objectives. With few exceptions the purchase of equipment was restricted to those items that would strengthen the language arts programs.

PART XIV

SUPPORTIVE SERVICES

SUPPORTIVE SERVICES

Other than the emphasis placed on the full implementation of the student record transfer system, teacher exchange and open communication with the other states in the Western stream, the interstate planning of supportive services was casual and limited. The staff members of the MESC participated in several of the California-sponsored conferences endeavoring to identify the areas in which the two states could coordinate their efforts to provide better continuity in the educational programs of the migrant students. To date we have not been significantly effective in this area.

In order for this component to be more effective, additional staff would be required. The planning and implementing of the State Plan and district project planning, consulting, monitoring, and evaluation are very demanding on the time of the limited staff assigned to Title I, ESEA, Migrant Amendment.

PART XV

PROGRAM INTEGRATION

PROGRAM INTEGRATION

The Oregon State Plan provides that the regular school term migrant education programs be planned and implemented as a part of the total school program. The migrant students for whom the programs are designed are involved in all the school activities and, with the exception of the time they spend in selective small group or individual instruction, they are involved in completely integrated classroom and associated activities.

In the districts in which there are no district-supported preschool programs, an effort is made to comply with the somewhat incompatible requirements of the Title I, ESEA, Migrant Amendment guidelines and the obvious need for integrated programs by coordinating Title I and Title I Migrant education programs or by including a limited number of resident children on the basis of space available.

Some of the districts, in which there is a high concentration of migrants, provide no summer school services as a part of the school district program. In these areas, rather than deprive the migrant children of any summer school experiences, we conduct migrant education summer school programs. What limited integration is incorporated in these programs is on the basis of coordinating Title I and Title I Migrant programs or enrolling resident children on the basis of space available.

It is appreciated by the program people in Oregon that the need for integration in the school programs is paramount. They do feel, however, that in some instances good programs designed to provide special services for those with special identifiable needs are sometimes negatively modified because of fear of undue criticism with respect to the limited segregation required to accommodate these special needs. It is felt that the Oregon migrant education programs are planned and administered to avoid the weaknesses of either extreme.

PART XVI

STAFF UTILIZATION

STAFF UTILIZATION

Staff members participating in the Oregon migrant education program included certificated professionals, paraprofessionals, and volunteers. All professionals were required to meet the standards of certification required by the state. The paraprofessionals were required to meet the requirements of the state guidelines for teacher aides.

The professional staff members served not only as instructors but as team leaders, assuming the leadership role in working with the paraprofessionals and volunteers in planning and implementing the program activities.

The aides were involved in classroom activities, assisting the students with their tasks under the supervision of the professional. In some programs the aides served as interpreters for the Spanish-speaking students and parents and the English-speaking school staff.

Both volunteers and aides assisted in playground activities, hot lunch, breakfast, and snack programs. Some assisted the home-school coordinators in recruiting students and in involving the parents in school activities.

The classroom teacher, assisted by the resource personnel and the MESC staff members, diagnosed the needs and prescribed programs for the individual students. The aides were trained to, under the supervision of the teachers, assist the student in performing the activities included in the prescription, and to assist the student in self-evaluation which was later discussed in a conference with the student aide and teacher.

The Oregon Board of Education staff is presently working with two community colleges and two institutions of higher education to implement a career ladder program for migrant education teacher aides. Consumation of the plans would give the aides an opportunity to receive training at the college campuses, which training would benefit the aide in two ways. For the work completed, they would receive credit towards a college degree; and, for more immediate reward, the teacher aide assignments and salary schedules would be designed to give recognition to the amount of training and experience acquired.

In conclusion, recognition should be given to the important role the paraprofessional plays in the Oregon migrant education programs. These contributions have been considerable, and are becoming increasingly important. There is also evidence that the aides themselves have benefitted considerably by the experience; not only did they benefit from the economic considerations, but also from the educational growth, improved self-concept, and development of a more valid individual worth.

PART XVII

NEW PROGRAMS

NEW PROGRAMS

For the most part, the FY 1970 programs were a continuation of the FY 1969 programs, modified in light of the 1969 project evaluations. In some districts the projects were designed to include concepts and activities that had proven successful in the administration of projects in other districts. Throughout the state more emphasis was placed on diagnostic and prescriptive processes.

Through the services of the MESC, in-service training and testing techniques and procedures were emphasized in all projects. The basic objective of all projects was to develop skills in language arts and build a positive self-concept. Even the vocational training and other components of the projects had, as a primary objective, development in these two areas.

PART XVIII

PROGRAM CRITIQUE

PROGRAM CRITIQUE

From its inception in 1967, the Oregon migrant education program has developed from a plethora of conflicting ideas and concepts to a somewhat mature and effective education program. The Oregon Board of Education, its staff, and the project personnel are pleased with the progress that has been made in providing better educational and supportive services to migrant children; pleased but not satisfied, for there is much yet to be done, many weaknesses to be strengthened, and some wrongs to be righted.

Some of the areas of concern, both general and specific, requiring attention at the state and national level are:

1. In some districts the Oregon Board of Education staff has had difficulty in getting the administrators to discriminate between the needs of the school and the needs of the migrant students, or to appreciate that the total school environment and all the school personnel have an influence on the migrant child; that the migrant education component of the total program cannot be effective without the full cooperation and understanding of all personnel in the district.

2. Lack of funds to provide services for the migrant children not old enough to participate in the preschool programs. These children need the health, nutritional, and social services that are a part of a good day care program in order to be prepared to participate in the preschool and school programs when they attain the age requirements to enroll in these programs.

   Also, day care programs for those children who are too young to participate in the school programs would release their older siblings from their baby-sitting assignments, which assignments are quite often the reason for absenteeism of those who can least afford to be absent from school.

3. It has been a part of the State Plan that a system of dissemination and communication be developed so that the personnel of each project can be aware of the innovative and exemplary programs of other projects. For the most part this has been a very successful component of the total state program. It has also given cause for concern.

   There have been occasions in which the personnel from one project have endeavored to duplicate a program that has been very successful in another district, but because of lack of experience, limited back up staff or insufficient knowledge of the total programs, they have been confronted with failure or only limited success. An example; the personnel of the district, having visited the Ontario and Nyssa projects, were impressed by the manner in which the skill and learning centers were accommodating the needs of the migrant students. Convinced of their ability to provide the same

services they endeavored to initiate a learning center in their district. In short, there was a breakdown in communication between the district migrant education staff and the school administration; there was also a lack of sophistication necessary to implement such a program. The results were politically disharmonious and educationally inadequate.

4. Although there is not total agreement among all the personnel participating in the migrant education programs, it is the opinion of the Oregon Board of Education migrant education staff that the most effective services provided for the migrant students, considering the dollars spent, is at the preschool and primary level. In future program planning, at both the state and local level, the Oregon Board of Education staff will encourage the use of Title I, ESEA, Migrant Amendment funds for preschool and primary education, and will work with the districts and communities to use local resources to provide special services for the elementary and secondary school students.

5. Because of the lack of qualified personnel, the Oregon program is lagging in implementing bilingual and bicultural programs. This is, and will continue to be, alleviated by the graduates of the Eastern Oregon College MAT program.

6. No Title I, ESEA, Migrant Amendment report would be complete unless it included a statement concerning the need for earlier funding to provide more lead time in planning programs. Also to be included in each such report is a statement that much confusion could be eliminated if all agencies would adopt a uniform definition of migrancy.

PART XIX

MIGRANT EDUCATION SERVICE CENTER

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MIGRANT EDUCATION SERVICE CENTER

Introduction

The Oregon Migrant Education Service Center is a component of the Oregon State Plan for Migrant Education. The Center represents an effort to provide statewide services to school districts which enroll migrant children. The State Plan indicates the services of the Center will include:

1. Provide additional services as requested by the Oregon Board of Education State Advisory Committee on Migrant Education and migrant project schools.

2. Conduct statewide conferences and assist the districts in planning and implementing teacher and teacher aide in-service programs.

3. Serve as Central Depository for Record Transfer Form.

4. Staff, schedule, and operate the migralabs.

5. Production, reproduction, and distribution of teaching materials, curriculum concepts, job descriptions, and eductional publications.

6. Provide consultant services to the districts in which there are migrant children and assist with the formulation and evaluation of state and local migrant education projects.

7. Exchange of communication between other agencies and migrant project schools.

In the effort to make measurable gains in these areas for the State of Oregon, the Center embarked on an ambitious multi-pronged effort that included:

- serving as the Central Depository for the Migrant Record Transfer System in Oregon

- originating a statewide testing program using a common instrument

- developing a preschool curriculum plan

- assisting the Oregon Board of Education by providing monitor reports on various migrant projects

- providing consultant services in project development.

The Record Transfer System was used by more schools than ever before and more children were identified. The trend in reporting efficiency is indicated by the number identified.

1967	1019
1968	2929
1969	3600
1970	5848

Record Transfer System

There were 110 schools participating in the Record Transfer System during 1970. These schools identified 5,848 students. The table below compares the participation in this program for the past four years. In 1967 the State of Oregon was involved in a cooperative agreement with other west coast states. Since that time it has consistently worked with and for the development of the nationwide system.

TABLE I

NUMBERS OF SCHOOLS AND CHILDREN
RECORD TRANSFER SYSTEM
1967 - 1970

Year	Number of Schools	Number of Children
1967	8	1,019
1968	101	2,929
1969	100	3,600
1970	110	5,848

To achieve this participation, it was necessary to convince teachers and administrators that time was well spent in completing these forms, that all states were involved in the system, and that records could be obtained in time to be meaningful thus necessitating the many in-service sessions mentioned earlier. Also required was the efficient operation of the manual system within the state. Over 50 percent of the districts involved did not conduct title, migrant programs.

The intra-state record request showed an improvement over the previous year. In 1969 about two percent or one of every fifty records requested was received. This past year Oregon received 19 percent of the records requested from other states and supplied 51 percent of the Transfer Forms requested by other states.

In preparation for the change from the manual system to the automated system, which will take place in 1971, a staff member from the Center attended conferences in Denver, Colorado, and Little Rock, Arkansas. These meetings provided the background knowledge necessary to provide information to district personnel to be involved in the new processes of record transfer information gathering and exchange.

Migralabs

The mobile teaching units were used in thirteen different schools during the year. These were schools, with one exception, in which there were migrant children enrolled and no district migrant education projects. The one exception to the rule of serving only schools with no project was a district that lost its migrant education teacher in the spring.

The migralabs enrolled 507 children and had an average daily membership of 202. These children received diagnostic, remedial, and developmental services primarily in the area of language development. The method of operation generally followed a pattern where: (1) the school identified migrant children, (2) migralab teachers and other staff from the Migrant Education Service Center visited the school and diagnosed the children's needs, and (3) the migralab and teacher spent 9 to 18 weeks at a school working with these children and their problems. These assigned visits were followed up with return visits to the schools to talk to teachers and administrators about the children's further development.

Table II indicates the grade placement of students served by the migralabs.

TABLE II
GRADE PLACEMENT OF MIGRALAB STUDENTS

GRADE	ENROLLED	ADM
First	100	32
Second	62	29
Third	63	30
Fourth	80	31
Fifth	77	29
Sixth	68	30
Seventh	26	11
Eighth	23	9
Ninth	8	1
TOTAL	507	202

Material Development and Service Activities

Material development was emphasized during the past year. Applicable visual, audio, and written materials were developed. The emphasis during part of the year in the field of video taping and filmstrip productions was curtailed because: (1) the Center lost its specialist in this area, (2) commercial materials of good quality are becoming available, and (3) lack

of compatible equipment at the district level. In the area of printed materials the Center has produced a proposed preschool curriculum, diagnostic sheets for each level of Inter-American Tests, a newsletter, and various other monographs and reports.

Video tapes were produced during the year to assist the in-service programs and to describe various programs within the state. In addition, programs were taped from the air to be used at a better time or re-used to emphasize a learning concept. Examples of this were a tape on the discovery method in social studies, tapes for teacher aide in-service, tapes by Dr. Bill Martin on reading, one on physical education equipment, and perhaps of most importance are the 43 video tapes made of Sesame Street that are made available to districts.

Audio tapes were prepared for in-service to be used in conjunction with filmstrip and slide presentations. These were prepared on a preschool conference, the scheme of reading, the Mexican culture, necessary change in education, and individualized instruction.

A filmstrip-audio tape project was completed which provided excerpts from each summer program. This was shown at the fall state conference and at several in-service presentations.

The major development in the printed material field is the preschool curriculum. This publication represented the efforts of the migrant preschool teachers of Oregon who participated in a year long in-service program organized by the Center. Originally the meetings were to be held only during the school year; however, the teachers became so enthusiastic that the program was carried on through the summer.

The testing program was much more meaningful to the teachers and for the students as a result of evaluation, or diagnosis sheets developed by the Center. For instance, through the use of the evaluation sheet, the teacher could discern that there were 14 questions in the test dealing with pronouns and that if the student missed 10, this indicated to the teacher that this child needed more opportunity to work with pronouns.

In the area of material and equipment loaned to schools enrolling migrant students, the Center has actively engaged in lending, producing, and delivering to the districts. There are four 1/2" and two 1" video tape recorder-players which were in constant use in the Center copying tapes or in the districts making and/or showing tapes. North Plans #70 and Central #13J had the use of one VTR, camera, and accessories all summer for their program. A major problem in lending this equipment has been the maintenance factor.

The most requested items available through the Center are the Peabody Language Development Kits. The Center has 14 Primary Levels, 25 Level I, 25 Level II, and 14 Level III Kits. These were used in all ten summer programs involving as many buildings and in 19 regular school year programs which included 35 buildings. In addition, the Peabody Kit was borrowed by 20 other schools that had migrant children enrolled.

Record players, cassette tape recorders, and filmstrip previewers were all used by schools on loan from the Center to provide more meaningful instruction. However, there were not sufficient material to meet the demands of all districts.

Consultant and Audit Activities

The Migrant Education Service Center provided consultant services to every school in Oregon where migrant children were identified. These services ranged from help with the Record Transfer Form to assistance in preparing a project or evaluating a program. The staff of the Center worked with one-half of the summer programs in preparing acceptable proposals. This was followed by consulting with every summer program in an effort to develop a meaningful in-service component to the project.

In order to assist the Oregon Board of Education in implementing the area concept called for in the State Plan for 1971, the Center cooperated with areas in writing projects. Four of the six areas required considerable assistance. The assistance came in form of statistical information, explanation of application form, and actual writing of projects.

During 1970, as a part of the evaluation process, a project monitoring form was developed by the Oregon Board of Education. To adequately expedite the implementation of this form and the values to be derived from it, the Migrant Education Service Center staff was involved in visiting each project school in the State of Oregon. The state guidelines for the use of the form called for two visits during the regular school year programs and at least one during summer projects. The average time to complete a visit with adequate observation is four hours per building so when the time used for preparing the report is included a minimum 350 hours of the Center's time were involved. This figure is based on visits to 31 buildings during the regular school year and ten summer projects. It also assumes one hour of time for completing the form.

Inter-Agency Communication

The Center cooperated with other agencies in the development of services for the migrant children's education. A series of two meetings were held in the spring of 1970 to coordinate the services of the Valley Migrant League, Community Action Day Care, County Health Departments, and the Center. Personnel from the Center worked with personnel from the Oregon Migrant Health Project of the Oregon Board of Health in coordinating dental screening in nine of the ten summer programs. This screening was done by students of the University of Oregon Dental School. The Center cooperated with the College Work Study Program at Oregon State University. Through this effort six students worked through the summer as members of testing teams in material preparation for preschool teachers, and as aides in the classroom and office.

As a part of the regular school year testing program, the Center met with members of the Mt. Angel College Education Department. These meetings provided instruction for several students in giving the Basic Concept Inventory. Later these students were used as paid members of the Center's testing teams.

The Center conferred with Eastern Oregon College to arrange the placement of a migralab at a labor camp for the summer. The idea was to provide a place for school-age children to study and receive evening tutorial help. It also provided a training center for Eastern Oregon students finishing their M.A.T., who were living in a labor camp and working in the Dayton Summer Program.

Problems and Summary

The major problem in the operation of the Center in the past year was the change in directors. In any program when the director changes; communication, organization, and implementation are affected. This was also the case in the Migrant Education Service Center.

With this change, as a result of varied requests from the State Advisory Committee and from evaluations through the previous year, changes in program resulted. The migrapacs from the previous year were de-emphasized, material production virtually ceased, and for a time internal communication was less than one hundred percent.

In a state such as Oregon where there are 100 school districts reporting migrant student enrollment from 1 to 630 a means must be found to provide assistance where needed. In one county where there is a large enrollment of migrant children, the children are found in many small separate elementary districts. This requires a different type of service. The Migrant Education Service Center is a statewide effort to meet these varying needs.

The Center did make progress from the previous year in many ways. There were more in-service presentations than ever, and these presentations had more meaning to teachers, aides, and other school personnel. The preschool program became a very integral part of a plan for remedying educational needs. The Record Transfer System became more used and more efficient.

PART XX

EASTERN OREGON COLLEGE

TEACHER TRAINING PROGRAM

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EASTERN OREGON COLLEGE

TEACHER TRAINING PROGRAM

Program Goals

In essence the challenge of the MAT program was to train an entirely different kind of teacher capable, first, of dealing empathetically with cultural differences, and then more profoundly, to take part in the telesis--directed culture change--which his classroom represents. As the program emerged a heavy emphasis on the cultural anthropology of the Mexican-American and the language tools essential for describing it seemed indispensable components of the program. As communication between teachers and the children/parents within the target group is one of the glaring weaknesses in the implementation of programs bridging the dominant culture and the migrant subculture, a demand for minimal proficiency in the Spanish language was written in. Special education, especially the teaching of English as a second language and reading for the disadvantaged, was the immediate goal within the education block.

Finally, it was recognized that teachers in this special area of education would be linking more than a language chasm. Much of our incapacity to communicate between ethnic groups stems not from difficulty with the language but rather from fears about dealing with peoples with dramatically different socio-economic orientations. To a large extent the dominant society isolates itself from our many subcultures because it has never had a life experience within the culture. In simplest terms, few teachers have ever lived, even for a brief period of time, within the culture of poverty, do not know its language and are unfamiliar with its traditions for fun and happiness, to the end that communication, at any level, is largely precluded. Thus, to reduce these barriers, all teachers in the Eastern Oregon College program were to spend one term living in migrant camps.

The program set as a goal the training of fifteen teachers who were to be culturally sensitive and capable of developing materials for their own classroom use, backing up these sensitivities with special training in the education of the disadvantaged.

Recruitment

Priorities in recruitment were assigned to Mexican-Americans, to persons with extensive experience in minority education, or to applicants with a strong Spanish language background. Advertisement for the program was undertaken by mailing 250 copies of the "Prospectus" to individuals, college faculty members, or persons who had inquired about the program. In addition, announcements were published in the Peace Corps Greensheet, the Vista V-Line, and through the ERIC/CRESS publishing service. Responses were answered with the "Prospectus," a reprint of "Rise and Shine," an article written on June 22, 1969, by John Guernsey of the Oregonian, and a personal letter, written either by the project director or secretary.

A major effort was made to visit personally with as many prospective candidates as possible.

Eighteen students were recurited to the project.

Pressures for modification of the college graduate program demanded a different interpretation of the student's undergraduate G.P.A. and G.R.E. scores. Although allowed provisional admittance to the project during the fall term, each candidate was required to achieve a 950 verbal and quantitative score on the Graduate Record Examination or achieve a combined total of 1300 by summing his upper division G.P.A. multiplied by 200 and his G.R.E. score. Students failing admission by either of the above were given personal hearings by the Graduate Committee. Other requirements in order, all candidates were graduated.

An earlier commitment for funds would allow these procedural details to be completed prior to the project's opening.

Academic Program

A. Anthropology

In response to evaluations submitted by students from the first year's project the anthropology offerings were restructured as to emphasize cultural anthropology only, with additional offerings in sociology added. All offerings in historical and physical anthropology were dropped. In general the emphasis on cultural anthropology as a basis for understanding minority problems and other cultures was supported although in special cases it was obvious that an academic rapport was achieved more through sociology than anthropology. An additional restructuring during 1969-1970 involved the use of a second faculty member as an instructor in anthropology.

B. Spanish

Instruction in Spanish language was required for all students who could not demonstrate competency in the language. The graduate student group, with student additions from the regular campus, was divided into two classes, one for beginners and one for advanced students. Although there was general improvement in Spanish language performance, the achievement in some cases was poor enough to suggest further modifications in this aspect of the project.

C. English as a Second Language

This course was directed toward an analysis of the fundamental techniques for teaching English as a second language with a major emphasis on the newly developed instruction aids for improving teaching. These included familiarization with mechanical systems such as the Aud-X system, the Hoffman program, etc., which have

impact either in English as a second language teaching or remedial reading. The theoretical framework from which the class emanated was Mary Finocchiaro's English as a Second Language and Harold B. Allen's Teaching English as a Second Language.

During the initial year of the M.A.T. program one of the strongest aspects of this class was the assignment to each student of a non-English speaking tutee with whom he worked throughout the term. Both from an instructional and a human standpoint this was a meaningful experience. During 1969-1970 M.A.T. students were encouraged to enroll in the Applied Tutorial course which sought to give immediate assistance to the Indian students on campus better focusing their efforts within an on-going campus program. For a variety of reasons, not the least of which was competition for time, comparatively few M.A.T. students saw this experience through to the end of the term.

D. Corrective Reading

During the first year of the project a traditionally oriented course in reading was taught, employing the talents of regular faculty members on the Eastern Oregon College staff. An apparent failing was its lack of orientation toward the specific difficulties encountered by school children coming from ethnically and economically different backgrounds. Thus the course Corrective Reading emerged, using Miles Zintz's text, Corrective Reading. Through the course the problems of language interference were investigated as were various standardized tests whose value, within a cross cultural context, is open to question. In addition, the Claremont Reading Conference findings were studied, especially those related to teaching reading to Mexican-American children.

E. History of Minority Education

This course sought to focus upon treatment accorded American minorities processed within the American educational system. In response to student pressure this broader format was rejected, the class serving more as a forum for an analysis of the pressing problems which are characteristically migrant. A portion of the budget allowed for consultants was assigned to this class with the class entering into the decisions as to which people were and were not to be invited to participate. Some of the class sessions were poor, but on other occasions students produced highly significant presentations which were intellectually stimulating and distinctly more penetrating than would have been the lectures preplanned for the course.

F. Materials Writing

It was decided at the outset that altogether too much student time and energy would be non-productively used if the program were

to demand the writing of a traditionally oriented research paper, particularly in view of the fact that migrant educators work in a materials vacuum. In lieu of a thesis it was decided that teachers would prepare materials for solving some educational program which they would identify.

Initially a format developed by the California Materials Development Center was used, "How to Write a Unipac," but with experience it was deemed unnecessarily confining as so much of the student's time was absorbed with form, and particularly the form for devloping self-instructional materials. Thus a less restricting format was adopted for 1969-1970 which demanded, simply, that the student identify an educational problem he wanted to remediate, as closely akin to his future professional contact area as possible, and prepare materials to support him in his anticipated professional situation. In all, this proved a more productive undertaking than was the highly structured format of the first year accepting two serious limitations:

1. The difficulty, early in the year, of identifying a meaningful "problem," and

2. The difficulty of correlating the teacher's actual employment with the materials to be developed.

G. Seminars

Throughout the year a weekly seminar was projected in the hope that it would serve both to focus attention upon the migrant problem and to give the student group a sense of unity. The seminars allowed for contact with consultants who came into the area for short visits, for student participation and discussion, and for a good deal of simple comradery.

In terms of general focus, the fall quarter was devoted to readings and student investigations of Mexican history and its eventual impact upon the northward migrations which have shaped the migrant labor experience in the United States. Winter term focused upon the Mexican Revolution and the major exodus of Mexicans moving northward, and during the spring the focus shifted to the contemporary Mexican-American scene.

H. Field Experience

In comparison to the first year's project when participants were sent individually to school systems for an on-sight evaluation of migrant programs, it was thought more productive to take the entire group to the Ontario-Nyssa area for a four-day orientation to the skills center, the individualized prescription reading program and the adult education programs functioning there. In general this arrangement was counter

productive for a variety of reasons. Within the E.O.C. group were several students who were openly and outspokenly critical of what they perceived to be errors in the instructional program. Rather than guard their feelings they took it upon themselves to point out to administrators and faculty members these alleged inadequacies with a good deal of discord arising. Further, the purpose of the visit was to observe and learn, a position which should have been guarded throughout the visit. Unfortunately, E.O.C. students and faculty alike were invited to participate in two faculty-student meetings in which an analysis of the school's program with respect to minorities was at issue. The roles were suddenly reversed, with people formerly functioning in an observer capacity now serving in the role of informant. Normally this would or could have been constructive, but in this case the observers had come to know too well both some of the faculty members and their attitudes, further complicated by the fact that considerable polarization of the faculty existed prior to these meetings. The result was an increased polarization with the meetings moving from an analytic discussion to an emotionally charged series of exchanges.

Although encounters are not necessarily bad, particularly if the conditions are carefully set by the program coordinator, it was the conclusion of administrators in Ontario and Nyssa and the project director, that future visitations would never again confuse the two roles of observer and informant.

On October 9, 10, and 11, 1969, all students attended the Gearhart Conference which focused on teaching English as a second language with Dr. Miles Zintz serving as the keynote speaker. Dr. Ed Hosley of the E.O.C. staff prepared and gave an address on the Mexican-American culture for the large assembly, while David Graham and Theodore Brown, director of the program, were in charge of small group sections dealing with cultural sensitivity and teacher recruitment respectively.

While the value of large conferences may be debated, they are, at one level at any rate, extremely productive, for they allow a group of students new to the State and the problems of Oregon migrancy to develop a sense of perspective.

As with the October conference, all students in the E.O.C. project participated in the meetings at Bend, Oregon, in the spring, 1970, with Dr. Sterling Ellsworth the keynote speaker.

Summer Component

The summer experience was designed with three objectives in mind. First, it was deemed imperative that the student teaching experience be conducted in direct collaboration with one of the existing projects in migrant education to the end that the participants would have an immediate experience

within a public school classroom. Second was the recognized need to place students within a life situation in which they would be working and living in close contact with the target migrant population, as one of the educator's roles is to take the message of the public school system to the child and his family. Despite the fact that many educators are able to articulate the need that migrants attend school, there has existed a major breakdown in the educators' capacity to deal as an equal at the camp level with the children their systems are educating. Third, in assigning priorities to a summer living experience within a camp, was the desire to place students in an environment in which they could conduct a variety of studies which would document, in finite terms, the nature of the subculture with which they would be dealing as educators.

Despite the rather considerable logistics problems which were created, it was decided to distribute the student teachers across the State in an effort to provide them with a variety of experiences. Further, the inflow of so many students into any one school district would have inundated that one district with more talent than it could productively absorb. Thus five different migrant summer projects had E.O.C. students participating in them. Further, as work-study funds were available, two undergraduates were assigned as teacher aides, their pay coming from the work-study resources of Eastern Oregon College. In addition to the above, two graduating teachers, not regular members of the M.A.T., plus one veteran teacher from Mt. Angel College, wished to participate in the field project, and were covered during the summer term either as scholarship recipients or were put on comparative salary. For those who chose scholarships, tuition costs were waived that they might participate in the anthropology seminar which was taught by Doctor Hosley concurrently with the summer project. The net result was an addition to the field staff of five persons.

A. Student and Intern Teaching

Two options were opened to participants. Those who had had prior teaching experience and for whom certification posed no problem were invited to enroll for Intern Teaching, Ed 419. During the summer experience they served as teachers, as administrative interns, as home consultants, or participated in an extra-professional manner as liaison people between the migrant program and community action agencies.

Those students working toward certification enrolled in Student Teaching, Ed 415 or 416, and were assigned to regular classroom instructors who became their supervising teachers for the duration of the summer. Student teachers participated in the early elementary program, largely reading readiness; in first grade classes which had a major remedial emphasis; and in the more advanced classes which registered youngsters from approximately eight years of age to twelve.

B. Camp Experience

The purpose of this experience was to break down the barriers which prevent most middle class teachers from effectively communicating across ethnic and social lines, giving the teacher, in addition, a credibility concerning migrant life and life styles.

Students lived in the Nyssa Labor Camp; Wilson's Camp, Independence; Sola Village, Dayton; and the North Plains Labor Camp owned by Ron Tankersley. In most instances the physical accommodations were adequate. The cabins were rectangular, measuring approximately eight by twelve feet, with windowless but screened openings at either end. All cabins had a small gas hot plate and in some cases outmoded kitchen stoves. Refrigerators were supplied either by the students or were supplied by the camp owner. Mattresses, lumpy though they were, were sanitary. Besides these rudimentary furnishings there were a table, two benches and a lockable door. Through improvisation most students soon crafted an adequate desk with a study lamp.

By their very presence the teachers built a degree of support for the school program which is difficult to describe. As the days wore on, alternately torrid or wet and drizzly, each student found himself increasingly immersed in some private world within the camp. The ordinary routine of washing dishes, bathing, playing, pitching horseshoes and eating, built a thread of contacts important beyond measure. Inevitably students became involved in the immediate family problems of the children and their parents. The students' impact was felt with the sharp increase in daily attendance at the migrant schools due, in large measure, to the fact that migrant children were contacted almost daily by their teachers in an effort to encourage their attendance.

Experiences varied with the area. Under the direction of Professor Graham and Joe Garcia, the students in the Dayton area mounted an extremely effective in-service workshop for the Mexican-American teacher aides, drawing upon professional talents in the Willamette Valley including the Valley Migrant League. With the opening of the fall term several of the aides were absorbed into the regular Title I-M projects sponsored by Washington County school districts. Thirty-five trainees participated from Dayton, Hillsboro, McMinnville and Forest Grove, the workshop focusing on basic learning skills at the lower elementary level. The dates of this workshop were August 3, 4, and 5, 1970.

Grievances

Approximately mid-way through the first term it became apparent that some participants were deeply dissatisfied with the special project and its direction. No one complaint adequately sums up the disenchantment. Individuals, giving vent to their feelings through a variety of channels, expressed the following complaints: over-structured nature of the program; over-emphasis on anthropology; irrelevancy of some of the course work; irrelevancy of the public school curriculum; failure of the project director to be Mexican-American; and isolation of the Eastern Oregon College campus from a large urban center.

In an effort to accommodate some of these concerns, a small committee consisting of Doctor Hosley, Mr. Graham, Mr. Duke, and the director met to

consider alternatives to the program described in the "Prospectus." In effect it allowed some students more latitude in choosing course work in sociology and education and lightened the demands originally laid out in the "Prospectus." By the end of the year it was obvious that increased latitude had been wholly productive in some students' cases and counter productive in others. Some students changed their emphases with favorable results; others continued to do mediocre to poor work even with a shift in program.

Belatedly, during the winter term, the project director requested that one student withdraw as she confessed that she had no intention of entering public school education. A short time later (February 1970) a second student having marital, academic, and adjustment problems was asked to withdraw. He was followed, in short order, by still a third student.

Unquestionably much of the complaint was justified. Unquestionably, too, much of the complaint was poorly founded. In the long run the project was strengthened. Without a doubt it was constructive student complaint lodged by a group of responsible students who opened the winter term into the highly flexible time block which it now is. Students in the 1970-1971 project now have an almost infinite series of options from which to choose during winter term, making the project one with an allowable fifty percent time commitment on campus and a fifty percent time commitment off campus.

Summary

Some of the weaknesses, as identified through the initial year's project, served as a basis for modifying this year's. The single most outstanding element in the project was basing the preparation of teachers for working within a cross-cultural context upon the insights of cultural anthropology. Throughout the project one question pervaded all academic considerations: How is my role, as an educator, going to relate to the life experience of the child? It was inevitable that this consideration lead to an evaluation of the ethnicity of the teaching environment and of the materials used in the child's instruction. What nature of models are held to the Mexican-American migrant child? At what point are the value systems of the classroom in conflict with those of his society? What has been the history of other minorities as they have acculturated to dominant societies?

In large measure all of the participants emerged from the project with a solid background in the terminology for describing culture and with their own future roles as teachers held to a new set of evaluatory criteria.

Further, a penetrating study of the ethnology of the Mexican-American and the Anglo migrant may have proven itself as an adequate background in the psychology of the cultural sub-group. Psychologists are understandably concerned with the inner working of the child's mind, particularly as those workings are related to the child's capacity to learn. When viewed within a cross-cultural context much of the child's apparent incapacity to learn may be traced to environmental factors which have little in common with psychometric investigations directed toward members of the dominant society. The above written in summation of the 1968 project, is no less true today.

Obviously five weeks is too little time to permit judgment as to whether the modifcations worked in over the period of two years will spell success for 1970-1971. Some of the elements would appear to be in place. The project is older, as reflected by the ages of the participants and because there is one additional year of experience behind the directors. The group, this year, is almost fifty percent Mexican-American, thanks in large measure to the fact that Professor Graham has sufficient contacts in South Texas as to make a recruiting trip last spring a successful one. As a result of an inundation of applications it was possible to recruit participants who hold valid teaching certificates and in those few cases in which there are certification problems, a close preschool check has been run with an alternate program developed for these individuals.

Conceivably the one single most significant contribution of the teacher training project is its capacity to attract young professionals into an area of national neglect. The past ten years have witnessed the implementation of innumerable compensatory projects for remediating the educational problems of the disadvantaged, and while meritorious for their own successes, have not confronted the real problem of dealing with minority problems within a genuinely comprehensive format. At a grass roots level there exist few educators capable of dealing with ethnic problems at the classroom level. Thus, this project has attacked the immediate problems of migrant education with remedial systems of proven worth and has produced, simultaneously, a small cadre of teachers who could, at a future date, deal in meaningful terms with the more comprehensive problems of cross-cultural learning.

PART XXI

FUND DISBURSEMENT BY CATEGORIES

FUND DISBURSEMENT BY CATEGORIES

The following information was taken from the Annual Financial Reports made by the contracting districts to the Oregon Board of Education, Fiscal Services Section. These figures reflect the actual disbursements for FY 1970 by individual categories.

Category		Disbursement	Percentage of Total
100	Administration	$ 44,229	4.14
200	Instruction	765,285	71.73
300	Attendance Services	31,663	2.96
400	Health Services	18,492	1.72
500	Transportation	35,390	3.31
600	Operation of Plant	19,699	1.83
700	Maintenance of Plant	5,311	.48
800	Fixed Charges	80,198	7.52
900	Food Services	34,841	3.26
1,000	Student Body Services	4,330	.41
1,100	Community Services	6,540	.61
1,200	Equipment	20,644	1.93
TOTALS		$1,066,622	100.00